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ABSTRACT

The use of video recording and role playing are considered as instructional methodologies to support school discipline management systems, foster the positive self-concepts of students, and improve school achievement. Research in the following fields is detailed: (1) interventions intended to maintain school discipline and improve classroom learning; (2) role play and dramatic play which indicate behavioral and attitudinal change on various dimensions of individual performance; and (3) videotaping activities used to investigate classroom behavior and various dimensions of self-concept. General guidelines are provided for principals, teachers, and administrators who wish to initiate a program or modify present programs to incorporate video recording and playback together with role playing. Seven footnote citations are included, and 40 references are provided. (Author/EW)

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VIDEO UTILIZATION AND ROLE PLAY IN SUPPORT OF SCHOOLWIDE DISCIPLINE PROGRAMS

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(ABSTRACT)

Although discipline is a major concern in most schools today, little attention has been given to the use of two instructional methodologies of highly interrelated value in support of school discipline: video utilization and role playing. There are no empirical studies which examine the potential of supporting discipline management systems through the intervention of video-technology and role play activities. Utilizing an instructional process that incorporates video recording and playback, for classroom and inservice demonstration and teacher evaluation, concomitently with role playing by teachers and students may ultimately assist the teacher in fostering the positive self-concepts of individual students and improve school achievement. In addition, administrators, teachers and staff may be able to develop more effective approaches in dealing with discipline in the total school environment.

For the past several years, discipline has been a major concern in schools. Teachers, administrators and parents are caught between a multiplicity of never-ending data and yearly statistics on the importance of discipline in the classroom, the self-regulated learner and subsequent effects on learning, achievement and social skills. There is a vast amount of research on the most appropriate

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method teachers can apply in order to produce effective classroom management. Although the teacher is not the only factor in classroom discipline, the teacher is certainly a primary influence in shaping the attitudes and producing positive changes in behavior. Although teachers realize that their role can become increasingly difficult without a comfortable discipline situation, many teachers are unsure of the most effective intervention strategy to employ.

The value of role playing and dramatic play has been a popular approach in education for many years. Role play has been defined as a situation in which the individual is asked to behave in a certain way not normally their own, or if his own, in a place not normal for the enactment of the role. Research studies over the years indicate role players have shown significantly more behavior and attitude change on various dimensions of individual performance.

Although teachers have frequently directed their students in role play stories, plays and problem solutions, few have thought of the activity as a possible tool for classroom management. The implications of role play activities and their relationship to practical applications of behavior, that the behavior is observable and a process not concerned with etiology can be far reaching. There are numerous role play activities that can be useful in developing student-teacher communications. However role play situations to improve student concentration, social skills,and in foreign language learning can provide valuable insight in the creation of manageable classroom atmospheres.

The use of dramatic play and expression as both a teaching and learning medium has been reported in recent years. Dramatic enactment is a tool that has allowed teachers to use student's senses to help them understand language, subject matter, abstract ideas and social skills. Improvisation has aided students retain academic material, ideas, and emotions while creating excitment in the classroom.

The development of portable, low-price videotape equipment systems in the past ten years has enabled such equipment to be included in the budgets of most school districts and many individuals. Control of the utilization of such equipment has shifted away from broadcast technicians and to library school media specialists and the classroom teacher. Video technology, used as instructional media, commands attention as a major teaching tool for classroom management and utilization, and for teacher inservice. However for a successful marriage of video technology and students to occur, human aspects of communication are a necessity.

The videotaping of role play activities has been used to access various dimensions of classroom behavior and has helped students focus more clearly on problems and solutions developed in the role play activity. Research in the area of videotape and self concept is limited and even fewer studies have examined videotape utilization in group situations. There is some empirical evidence to show an increase of various dimensions of the self-concept as a result of using videotape recording and playback.

One study investigated the causal relationship between self-concept and school achievement. Their results indicated it does seem plausible that there is not a causal relation between self-concept and acedemic achievement but that one or more "third variables" are causally predominant over both self-concept and academic achievement. In some learning environments that "third variable" could be the relationship of video methodologies and/or role play as they impact upon school discipline.

Ten recommendations -the components of school management, video utilization and role play considerations- may provide some general guidelines for principals, teachers and administrators who wish to initiate a program, or modify their

programs in ways that will provide optimum school management and instruction. Principle, that is principal commitments are to: (1) a conducive learning environment, (2) a system based on uniform implementation, (3) a system based on reward, (4) a system to enhance self-concept, (5) contracting outside consultants, (6) staff training, evaluation and supportive activities, (7) direct instruction, (8) initiating systematic role play activities, (9) utilizing videotape technology, and (10) evaluation, to include empirical research in cooperation with colleges and universities,and casual documentation.

The quality of a successful discipline management program rest with a principals administrative practices, relationships with teachers and staff, and the ability to convince students that school is important. Students need to know that the entire school staff cares about them. They need to experience success in order to breed an attitude of "I can." Such an environment will help each student to believe in self, experience academic achievement, and a sense of school pride and belonging.

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Although discipline is a major concern in most public schools today, little attention has been given to the use of two instructional methodologies of highly interrelated value in support of school discipline: video uyilization and role playing. There are no empirical studies which examine the potential of supporting school discipline management systems through the intervention of video technology and role play activities. Utilizing an instructional process hat incorporates video recording and playback, concomitently with role play by students may ultimately assist the teacher in fostering the positive self-concepts of individual students and improve academic achievement. In addition, principals, teachers and support staff may be able to develop more effective approaches in dealing with discipline in the total school environment.

The Discipline Dilemma

For the past two decades discipline has been a major concern in schools. Teachers, parents and administrators remain caught between a multiplicity of never-ending data and yearly statistics on the importance of discipline in the classroom and its relationship to learning, social skills and self-concept. A recent Gallop Poll (1983) indicated that 25% of the public felt that lack of discipline was the greatest problem facing local schools. Since 1969, the public

attitude toward education indicated school discipline to be the top education concern on 14 of 15 polled questions. Duke (1978) reported that school administrators listed discipline as their top concern. Principals are coming to realize that they will have to take more responsibility for the creation of comfortable discipline situations conducive to learning. Bartosh and Barilla (1985) believe the problems of discipline remain a top priority when it comes to the frustrations encountered by school administrators. Studies by Roberts and Baird (1972), for the Department of Health, Education and Welfare found that the existence of behavioral problems was in direct proportion to the length of time a student stayed in school during a school day.

Although the teacher is not the only factor in classroom discipline, the teacher is certainly a primary influence in shaping the attitudes and producing positive changes in behavior. Dobson (1979) states that educational discipline should begin with the crucial interaction between a teacher and her students. He stresses the key position of primary and elementary school teachers in determining the nature of a student's attitude toward authority in later school years. Elementary school teachers can aid the developmental process, change negativism into positivity by treating their students with respect and dignity and expecting the same treatment from them.

Although teachers realize that their role can become increasingly difficult without a comfortable discipline situation, many teachers are unsure of the most effective intervention strategy to employ. According to Kazdin (1980) the extent to which intervention strategies are acceptable refer to judgements of whether treatment is fair, reasonable or intrusive, appropriate for the problem and consistent with notions of what treatment should be. Witt et al. (1984, 1984, 1983) investigated the acceptability of classroom teachers' interventions

and found teachers' judgements are based on several considerations: the amount of time and teacher skill required for implementation, risk to the target child, affects on other children and treatment effectiveness. Jones (1984) reported that teacher frustration concerning discipline matters is widespread and that classroom discipline has a direct and major influence on (1) the degree to which students develop personal and cognitive skills, and (2) the extent to which teachers enjpy their work. Veenman (1984) identified classroom discipline as the most serious problem encountered by beginning teachers.

One line of research has revealed that teachers make greater use of rewarding rather than punishing consequences; that when teachers make use of punishment, it is relatively mild; and that teachers are as likely to make use of interventions conducted outside the classroom as of interventions implemented within the classroom (Forness, Frankel, & Landman, 1975; Lambert, 1976; Seland, Esquivel, & Pine, 1984; Macmillan, Forness, & Trumbull, 1973). In an investigation of teacher perceptions of school-based interventions, Martens et al. (1980) found greater support for use of rewarding rather than punishing consequences. Regular and special educators from Nebraska and Iowa completed a 65-item questionnaire assessing their perceptions of therelative effectiveness, ease of use, and frequency of use of a variety of intervention strategies for the treatment of classroom behavior. Interventions that either redirected students toward appropriate behavior or that involved manipulation of rewards were most frequently noted bythe 2,279 regular and special educators. Interventions rated as both least effective and least frequently used were strategies in which the student was removed from the classroom.

The Role Play Component

Role playing is mentioned by McGinnis and Goldstein (1984) as a necessary

component of the Structured Learning process. Along with modeling, performance-feedback and transfer of training, form the basis of a psychoeducational behavioral approach for providing instruction in prosocial skills. They believe that the teaching of prosocial skills should be a part of all mainstream and special education program.

The value of role playing and dramatic play has been a popular approach in education for many years. According to Mann (1956), role play is defined as a situation in which the indivudual is asked to behave in a certain way not normally their own, or if his own, in a place not normal for the enactment of the role. Research studies over the years indicate role players have shown significantly more behavioral and attitudinal change on various dimensions of individual performance than non-players. Although teachers have frequently directed their students in role play stories, plays and problem situations, few have thought of it as a potential classroom management tool. The implications of role play activities and their relationship to practical applications of observable behavior, and a rpocess not concerned with etiology, can be far reaching. There are numerous role play activities that can be useful in developing student-teacher communications. Using role play situations to improve social skills, student concentration, and in foreign language learning may provide valuable insight in the creation of more manageable classroom atmospheres.

The most significant concept for an analysis of social skills that comes from symbolic interaction is "taking the role of the other," according to Russell (1984). He argues that although much is known about how to improve, little attention has been given to what to change to improve social skills and its components, role-taking, role-making, definition of situation, self and the important area of friendship-making during childhood. Manuele and

Cicchelli (1984) concluded that although social skill training programs are not a panacea for controlling students who act in disruptive or aggressive ways, it does offer types of interventions at an individual and group level which may be more effective than punishment or discipline action. Zigmond and Brownlee (1980) have discussed social skills as being the necessary abilities for effective interpersonal functioning. They believe that training of these skills would be useful for all learning-disabled students. Role playing, modeling, discussion, and corrective feedback were disignated as effective means to help students master new behaviors.

Miller and Mason (1983) suggest that the value of dramatics in the classroom is in the discovery and creation of improvisations, not the presentation of polished plays. They note that creative role playing developes the whole child without diminishing individual differences. Key to their argument is the aspect of concentration in the improvement of reading skills and self-concepts. Their research supports Yawkey (1980) who contends children can build concentration through the process of transformation -the spontaneous change to other characters and objects. He suggests four role play activities to build concentration: (1) seeing a sporrt, (2) imagining running on various surfaces, (3) engaging in the 'mirror exercise," and (4) playing tug-of-war.

The use of role-play and simulation has been used by foreign language teachers to encourage creative language use, high levels of communication competence, social skills and the understanding of other cultures as documented by Horwitz (1985), Savignon (1972) and Harper (1985). Horwitz reported on the use of role play and simulation to encourage language use in the classroom. These activities proved a useful tool in developing student communication competence. Savignon concluded that students who spent an hour a week participating in role-

play and simulations achieved higher levels of communication competence than students who had spent the same amount of time in the language laboratory or participating in cultural activities. Harper (1985) reported on simulation activities which provided opportunities to focus on the individual's contribution, encourage creativity, and build self-esteem. According to the author, these activities can help develop social skills and the understanding of other cultures by fostering attitudes of tolerance and sensitivity.

The use of dramatic play as both a teaching and learning medium has been reported in recent years. Dramatic enactment is a tool that has allowed teachers to use students' senses to help them understadd language, subject matter, abstract ideas and social skills. Improvisation has aided students to retain academic material, ideas, and a degree of emotional harmony while creating manageable excitment in the classroom.

Dramatic expression techniques have been used to involve students in their understanding the relatuonship of their inner feelings to the outer world of expressive action. Students were guided through various categories of identification via role play situations which resulted in teachers weaving together students' expression and meaning in more efficiently planned lessons.[1] Activities that unite language learning with bodily movements, voice intonation, emotion and imagination have also been employed for motivation.[2] Through storytelling and creative drama teachers have introduced children to good quality loterature that they might have otherwise missed. In the process the activities gave the children insight into the motives and patterns of human behavior, the understanding of plot and character and encourage them to listen to the patterns of language and to the variety of vocabulary.[3] Othet activities have helped children concentrate, verbalize,

communicate with other children and show their understanding of abstract ideas.[4] Improvisational gaming has been used in an holistic approach to learning while teaching social skills and subject matter.[5]

The Video Component

The development of portable, low priced videotape equipment systems in the past ten years has enabled such equipment to be included in the budgets of most school districts. Control of the utilization of such equipment has shifted away from broadcast technicians to school media specialists and the classroom teacher. Video technology, as instructional media, commands attention as a major teaching tool for classroom management and utilization.

According to Quality Education Data, Inc., 90 percent of all schools in the United States use some form of video.[6] Video equipment purchases, which once were concentrated in large school districts, are now being used by smaller districts and individual schools. Video cassette recorders (VCR's) are rapidly replacing the use of 16mm film projectors in many schools. Teachers are using the video camera to record events at school and avtivities in their classrooms. Teachers are copying programs off the air and renting a wide variety of programs for classroom use. Schools are using instructional television programs, purchasing pre-recorded tapes, and using teacher training programs provided by their school districts. And, according to the Corporation of Public Broadcasting, television programs are available to 70 percent of all teachers in oublic and parochial schools. In addition, many taechers are assigning homework which involves the use of television, that is, news and weather reports, after-school specials and documentaries

The recent interest in using video can be attributed to several well-

grounded reasons: teachers and students are familiar with video products; teachers can record and playback programs at the most opportune instructional time periods; teachers are being encourgaed to take instructional media and television production courses; the use of the medium to taech the principles of "filmmaking" for the creation of student-produced tapes and programs; the technology is inexpensive; younger teachers and administrators are more aggressive and comfortable with the technology both in school and the classroom; and video technology, including videodiscs, CD-ROM, satellite television, and preprogrammed instructional television, is being promoted by many professional educational associations. This is a television generation.

For a successful marriage of video technology and the classroom, human aspects of communication are a necessity. Rottman (1987) states that technology is no substitute for human contact. Care and empathy for the well being of students by the instructional team is necessary in order to support objectives for each area of the curriculum. Atencio (1987) listed raising community awareness of education through a more frequent exchange of teachers and parents as a major thrust of a program designed to improve communication in the Santo Domingo Public Schools. The program also sought to improve students' self-concepts and strenghten communication skills through focused instruction.

Video, Role Play and Self Concept

The use of videotape in role play activities and for self concept disclosures is excellent because it is flexible, adoptable and usually non-threatening for self analysis. The videotaping of role play activities has been used to assess various dimensions of classroom behavior. Chiodo (1984) found that many times students are so involved in organizing, presenting and acting out roles, they may not develop a full understanding of the situation or problem being analyzed.

He concluded that videotaping enabled both teacher and students to focus more clearly on the problem and solutions developed in the role play activity. Davis (1979) investigated the value of self-modeling as a methodology in the school setting. He demonstrated that self-modeling can be a powerful and practical tool for use in schools to alter deviant behaviors. Chandler (1973) undertook a study which measured and attempted to remediate deficits in role playing skills. Delinquent boys improved significantly their role-playing ability after participating in drama and the making of videotapes which provided remedial training. Anderson (1982) sought to determine if there were differences in the performance of teacher competencies between preservice teachers who view a videotape protocol and those who participate in a role-play demonstration. His study demonstrated a superiority of videotape protocols to role play simulations in achieving teacher competence. He concluded consideration of the value of videotape protocols has implications for teacher educators at both the preservice and inservice levels.

Research in the area of videotape feedback and self-concept is limited and even fewer studies has examined videotape utilization in group situations. Comparing a group that participated in regular classroom activities to one which utilized videotape recordings, Dorn (1980) found a significant difference in overalll self-concept scores. Gill (1978) investigating self-concept orientations and self-directed videotape experiences, observed the use of videotape activities and talk/film sessions can have an ameliorative effect upon the self-concept of delinquent males. Allender (1981) concluded that videotape feedback appeared influencial in increasing self-awareness of individuals interacting in a group environment.

Pottebaum (1986) investigated the causal relationship between self-concept

and academic achievement. Their results indicated it does seem plausible that there is not a causal relation between self-concept and academic achievement but that one or more "third variables" are causally predominent over both self-concept and academic achievement. Insome learning environments the "third variable" could be the relationship of videotape methodologies and/or role play as they impact upon school discipline.

Summary and Conclusion

Establihsing a viable discipline management system -and especially at the elementary school level- will remain a confounding concern until there is a successful blend of discipline code padagory and appropriate psychomotor activity. If schools are expected to assume a more active role in preparing the cognitive skills and social-behavior skills of students, educatots must be willing to risk some of the static orientations of the past. They must be willing to adopt a multi-discipline, team and task orientated approach while documentating expectations and outcomes.

Ten recommendations are offered which may provide some general guidelines for principals, trachers and administrators who wich to initiate a program, or modify their program in ways that will provide for optimum school management and instruction. Principle commitments are to: (1) a conducive learning environment, (2) a system based on uniform implementation, (3) a system based on reward, (4) a system to enhance self-concept, (5) contracting outside consultants, (6) staff training, (7) direct instruction, (8) structured role play activities, (9) utilizing videotape technology, and (10) evaluation, to include empirical research in cooperation with colleges and universities as well as casual documentation.

The quality of a successful discipline management program rest with a

principal's administrative practices, relationships with teachers and staff, and the ability to convince students that school is important. Students need to know that the entire school staff cares about them. They need to experience success in order to breed an attitude of "I can." Such an environment will help each student to believe in self, experience academic achievement, and a sense of school pride and belonging in orderly surroundings.

University of Nebraska at Omaha

November 7, 1987

Notes

1. Norah Morgan and Juliana Saxton. "Expression and Meaning, The Two Frames of Dramatic Experiencing." Paper presented at the Annual Meeting of the American Theatre Association, 1984.

2. Michele S. Davis. "Theatre as a Tool in the Language Classroom: Let's Play, Motivate, and Learn!" (ERIC document 259 573), 1985.

3. Judith Sostarich Washburn. "Literature, Storytelling and Creative Drama." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1983.

4. Bob Yowell. "Improvisational Drama in the Classroom (K-5)." Paper presented at the Conference of the Association for Childhood Education International, 1985.

5. Scittie Putman. "Learning through Inprovisational Games." (ERIC document 237 161), 1983.

6. Sally Reed and R. Craig Soutter. "Video Education: Taking a New Look at an Old Technology." Electronic Learning, November/December, 1986, 22-27.

7. Ibid.

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